

Local Plan Training

March 2018 Session

Agenda



Introduction

Reviewing Current Local Plans

Unpacking an Annual Action Plan

Budgets

Review ePlan Requirements

Closing



Objectives

By the end of this session, CTE directors will be able to:

- Articulate the importance of the local plan application,
- compare and contrast examples of local plan goals and associated elements in a local plan,
- examine the Perkins budget for commonly purchased items to determine line items used, and
- prepare their 2018-19 local plan.





Introduction

Why is the Local Plan needed?

The annual local plan is the application LEAs submit to receive **Perkins funding.** It is a requirement.

The plan should be the guide for the CTE director for the entire school year. It provides a detailed outline of what initiatives, professional development, training, purchases, and events the LEA will engage in throughout the year.

The plan is the LEA's promise for how they will support teacher and student growth through the use of Carl Perkins funds. Share the local plan with teachers to create buy-in.



Timeline

March Study Council Local Plan Training	March & April Regional small local plan sessions	May 1 Draft due to CORE consultants	May 15 Finalized Annual Local Plan and Budget Summary submitted in ePlan	July 1 Plan must be approved in ePlan to receive funds
During this time directors are	 Drafting and revising their plans Revisiting the 17-18 local plan Discussing alignment with district local plan Talking with teachers and administrators about goals and action steps Meeting with their CORE Consultant to receive feedback 	Emailing CORE Consultant drafts prior to May 1 and a final draft on May 1	Working alongside CORE Consultants to make revisions to their plans	



Documents in your folders

- Sample Plan
- Copy of this presentation
- Local Plan Guide
- Crosswalk (in the back of the guide)
- Local Plan Checklist
- Local Plan Budget
- Counselor Connection to Components
- Teacher Retention and Recruitment One Pager



The Annual Action Plan

"Local Plan" vs Annual Action Plan vs Goal Sheet

- Local Plan includes:
 - Budget,
 - CTE Director employment information,
 - Program of Study
 - Coordination, Core Indicators of Performance,
 - Equipment,
 - Plan Relationships,
 - Annual Action Plan,
 - Assurances & Conditions, and
 - Annual Improvement Summary.

- Annual Action Plan (or "Goal Sheet") includes:
 - Goals,
 - Action steps,
 - Professional development, and
 - Equipment needs.



The Annual Action Plan

Annual Action Plan: Fiscal Year 2018-19

LEA:	GOAL 1 – Action Plan Development Allocation:									
	Section A – Identify which need(s) component addresses.									
LEA Goal - Ensure it is in the SMART format										
Which core indicators of performance are addressed?										
Indicate the source(s) of data used to determine SMART goal										
Section B: ACTION STEPS	Section C.1 - IMPLEMENTATION PLAN									
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward		For each of the Act Evaluation Strateg	For each of the Action Steps list Timeline, Local Plan Component, Required & Permissive Uses of Funds, Line Item # & Amour Evaluation Strategy and Expected Outcome.							
your goal. Action Steps are strategies and interventions which should be research based where possible and include professional development, new technology, and equipment. Address Special Populations as applicable.	Timeline	Local Plan Component(s)	Required (R) & Permissive (P) Uses of Funds	Line Item # & Amount	Evaluation Strategy & Timeline (who, how, when)	Expected Outcome				
AS1										
AS2										
AS3										
AS4										
AS5										
			Sec.	C.2 - IMPLEM	ENTATION PLAN					
Identify professional development component(s) addressed in Goal 1. Note: Professional development must accompany the Action Steps regardless of whether or not the PD requires Perkins funds.										
		Goal I Sub-Total \$								
Equipment List to Support Goal 1 Action Steps	Career Cluster:	Program of Study	Program of Study: School and Teacher: Equipm		Equipment and Monetary Amo	Equipment and Monetary Amount:				
(Identify programs and equipment to be purchased.) The list must be specific and include monetary estimate for each item.										

Agenda

Introduction



Reviewing Current Local Plans

Unpacking an Annual Action Plan

Budgets

Review ePlan Requirements

Closing





Reviewing Current Local Plans

Current Goals & Action Step Review

Action Steps Evaluation Strategy

and Expected

Outcomes

Completed Checked and there is evidence of impact

In progress Checked but there is no evidence of

impact

impact

Not started Has not been checked

Pink

Green

Yellow



Local Plan Reflection

Using your 2017-2018 Annual Action Plan answer the following:

Green

- Will you continue this in the 18-19 SY?
- If so, what will you change? What is the next level of implementation?
 How could this have greater impact?

Yellow

- Will you continue this in the 18-19 SY?
- If so, what will you change? What is the next level of implementation?
 How could this have greater impact?

Pink

- Will you try to complete this in the 18-19 SY? Are there adjustments needed to accomplish this in the 18-19 SY?
- Will you delete this for the 18-19 SY?



Agenda

Introduction

Reviewing Current Local Plans



Unpacking an Annual Action Plan

Budgets

Review ePlan Requirements

Closing





Unpacking an Annual Action Plan

The Annual Action Plan

Annual Action Plan: Fiscal Year 2018-19 LFA: GOAL 1 - Action Plan Development Allocation: Section A - Identify which need(s) component addresses. LEA Goal - Ensure it is in the SMART format Which core indicators of performance are addressed? Indicate the source(s) of data used to determine SMART goal Section C.1 - IMPLEMENTATION PLAN Section B: ACTION STEPS For each of the Action Steps list Timeline, Local Plan Component, Required & Permissive Uses of Funds, Line Item # & Amount, Section B - Descriptively list the action you plan to Evaluation Strategy and Expected Outcome. take to ensure you will be able to progress toward your goal. Action Steps are strategies and Required (R) & Evaluation interventions which should be research based. Permissive (P) Local Plan Line Item # & Strategy & Timeline Expected where possible and include professional Timeline Component(s) Uses of Funds Amount (who, how, when) Outcome development, new technology, and equipment. Address Special Populations as applicable. G A F AS1 AS2 AS3 AS4 AS5 Sec. C.2 - IMPLEMENTATION PLAN Identify professional development component(s) addressed in Goal 1. Note: Professional development must accompany the Action Steps regardless of whether or not the PD requires Perkins funds. Goal | Sub-Total Program of Study: School and Teacher: Career Equipment and Monetary Amount: Equipment List to Support Goal 1 Action Steps Cluster: (Identify programs and equipment to be The list must be specific and include monetary estimate for each item.

The Annual Action Plan (A) LEA Goal

Writing SMART Goals:

- Keep them few in number.
 The recommended number of goals is 2-3.
- Review them frequently.
 While writing goals down is a powerful exercise in itself, the real action is in reviewing them on a regular basis. This is what turns goals into reality.
- **Determine what action will be needed to complete the goal** When reviewing goals, ask yourself the following question: What is the next step that would need to be taken to move toward this goal?
- Goals should build on or continue the work committed to in previous local plans
 It is possible to have the same goal with increased outcomes, but action steps should be updated to reflect work that will be done during the local plan year.



The Annual Action Plan (A) LEA Goal

Sample Goals

- Increase the CTE Concentrator ACT Composite Score by .2 through enrichment opportunities by June 30, 2019.
- Increase the ACT composite score for CTE students from 19.3 to a 20.3.

Are these goals SMART?

Specific, Measurable, Achievable, Realistic, and Timely





Annual Action Plan: Fiscal Year 2018-19

EA. ADC County		AI 4 A - 4! .	Dlan D		4 Allana	4: E47C 227	40
EA: ABC County	GOAL 1 – Action Plan Development Allocation: \$176,327.19 Section A – Identify which need(s) component addresses.						
EA Goal	ABC County School District CTE Concentrators will increase their ACT Composite by 0.3 by June 1, 2019.						
Which core indicator of performance is addressed?	1S1, 1S2, 2S1, 6S1, (6S2					
dicate the source(s) of data used to determine MART goal				Contion	C.1 - IMPLEMENTATION PI	LAM	
Section B: ACTION STEPS				s list Timeline, Loc	cal Plan Component, Required & Pr		is, Line Item
ection B – Descriptively list the action you plan to ke to ensure you will be able to progress toward our goal. Action steps are strategies and		Amount, Eval	Require	y and Expected O	utcome.		
terventions, which should be scientifically based there possible.		I I DI	d (R) &		Evaluation		
ABC Count	ty Schoo	ol Disti	cict (TE Co	oncentrato	rs will	
	-						structio
in area and th	:- A CT	C - 100 K	i +		1 ') hilling	~ '	
increase th	heir ACT	Comp	osit	e by (J.3 by June	₹ 1,	ne ACT n test
2019.		Comp	oosit	e by (•	≘ 1, 	rses bei ne ACT n test nt)
2019.	Development days. Schedules CTE Departmental Meetings	Comp	oosit	e by (COllaborate with the CTE, ELA and Math Consultants in the CORE Office to assist in the delivery of ELA and Math within CTE	21,	ne ACT n test
2019. S1 CTE Director evelopment opportunities for CTE Teachers with right on ELA and Math integration in content eas by providing support through quarterly CTE ofessional Development days and CTE	Development days. Schedules CTE Departmental	Comp	oosit	e by (COllaborate With the CTE, ELA and Math Consultants in the CORE Office to assist in the delivery of		ne ACT n test
2019. S1 CTE Director evelopment opportunities for CTE Teachers with high asis on ELA and Math integration in content eas by providing support through quarterly CTE horsessional Development days and CTE	Development days. Schedules CTE Departmental	A.C. Q	R1, R4	71300-429 \$5,000.00	CONSIDERATE WITH THE CIE, ELA and Math Consultants in the CORE Office to assist in the delivery of ELA and Math within CTE PD days and departmental Meetings once a semester. Success will be measured by Benchmarks and End of year testing. CTE Director will update computer technology		ne ACT n test nt)
2019. S1 CTE Directo evelopment opportunities for CTE Teachers with mphasis on ELA and Math integration in content eas by providing support through quarterly CTE refessional Development days and CTE	Development days. Schedules CTE Departmental Meetings			71300-429	collaborate with the CTE, ELA and Math Consultants in the CORE Office to assist in the delivery of ELA and Math within CTE PD days and departmental Meetings once a semester. Success will be measured by Benchmarks and End of year testing. CTE Director will update	Increase in CTE ar	ne ACT n test nt)



The Annual Action Plan

(B) Core Indicators of Performance



Under Perkins IV, states are required to report annually on core indicators of performance. It is a requirement.



The core indicators of performance are used to ensure all populations of students benefit from the use of Carl Perkins funding to enhance and increase their potential and knowledge across all content areas both within and outside of career and technical programs.

What is Safe Harbor?



Safe harbor is to allow for data reporting and student performance /situations beyond the control of others and still allow for meeting of the core indicator level. Those that meet within 10% of the set goal will be considered to have met the core indicator. This is not something that directors will do as a part of their local plan (they just did this in Jan/Feb). But do consider your action steps in your CIPIP.



The Annual Action Plan (R) CIP

standards (source: eTiger).

The high school graduation rate.

diploma or its recognized state equivalent.

which they graduated from secondary education.

that lead to employment in nontraditional fields.

Algebra I.

Measures the number of CTE Concentrators who have met the proficient or

advanced level on the statewide high school mathematics assessment for

Measures the number of CTE Concentrators who have achievement levels

Measures the number of graduated CTE Concentrators who were entered

into postsecondary education or advanced training, in military service, or had employment in the second quarter following the academic year in

Measures the number of CTE Concentrators who have completed CTE

programs of study that lead to employment in nontraditional career fields.

Measures the number of CTE participants who are in CTE programs of study

Measures the number of CTE Concentrators who attain a high school

on those technical assessments which are aligned with industry-recognized

(1		
Indica	ator and Description	Measurement
1S1	Academic Attainment: Reading/Language Arts	Measures the number of CTE Concentrators who have met the proficient or advanced level on the statewide high school reading/language arts assessment for English II.

Academic

Attainment:

Mathematics

Technical Skills

Secondary School

Attainment

Completion

Graduation

Secondary

Placement

Non-Traditional

Non-Traditional

Participation

Completion

1S2

2S1

3S1

4S1

5S1

6S1

6S2

B	Annual	Action Pla	n: Fisca	l Year 2018	3-19		
LEA: AB/L County	GOAL 1 – Action Plan Development Allocation: \$176,327.19					tion: \$176,327.19	
					onent addresses.		
LEA Goal	ABC County School District CTE Concentrators will increase their ACT Composite by 0.3 by June 1, 2019.						
Which core indicator of performance is addressed?	1S1, 1S2, 2S1, 8S1, 6S2						
Indicate the source(s) of data used to determine SMART goal							
Section B: ACTION STEPS					C.1 - IMPLEMENTATION P		
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward		Amount, Eval	ie Action Steps uation Strateg	s list Timeline, Lo y and Expected (ical Plan Component, Required & P Outcome.	ermissive Uses at Funds, Line Item#&	
your goal. Action steps are strategies and interventions, which should be scientifically based		1	Require d (R) &		Evaluation		
development, ne Address Special 1S1, 1S2, 2	2S1, 6S1,	6S2	T R I, R0,	721305388	TOTE Director will monitor	increase in rigorous instruction	
AS1 CTE Director will provide professional development opportunities for CTE Teachers with emphasis on ELA and Math integration in content areas by providing support through quarterly CTE Professional Development days and CTE departmental meetings	Educators 2015 July 2016, October 2016, Jan. 2017, and May 2017 CTE Professional Development days. Schedules CTE Departmental Meetings		P8	\$1,750.00	teacher attendance at the CTE Summer Institute in July 2015 CTE Director will collaborate with the CTE, ELA and Math Consultants in the CORE Office to assist in the delivery of ELA and Math within CTE PD days and departmental Meetings once a semester. Success will be measured by Benchmarks and End of year testing.	strategies in CTE courses better prepare students for the ACT and course completion test (EOC and/or equivalent)	
AS2 Update software to support integration of the CTE and general education curriculum and to provide access to ACT practice questions	August 2016	A, C, Q	R1, R4	71300-429 \$5,000.00	CTE Director will update computer technology software in areas in need CTE Teachers are required to use the appropriate labs, Laptop carts, or iPad Carts to integrate activities in ELA and Math as well as ACT practice questions.	Increase in CTE and general education integration Increase in CTE student ELA and Math ACT benchmark scores	



The Annual Action Plan (C) Data Sources

- Indicate the source(s) of data used to determine SMART goal
- Acceptable sources of data would include any data gathered and distributed from:
 - TN Department of Education,
 - Local school system,
 - TN Department of Labor,
 - Local chamber of commerce, or
 - any official institution.
- These data sources can be found on the TN.gov website (external and internal on SharePoint), through communication with the department, and through communication with local labor boards.



•				l Year 2018			
LEA: ABC County				evelopmer		tion: \$176,327.19	
			_		nent addresses.		
LEA Goal	ABC County School District CTE Concentrators will increase their ACT Composite by 0.3 by June 1, 2019.						
Which o're indicator of performance is addressed?	1S1, 1S2, 2S1, 6S1, 6S2						
Indicate the source(s) of data used to determine SMART goal							
Section B: ACTION STEPS				Section	C.1 - IMPLEMENTATION P	LAN	
Section B – Descriptively list the action you plan to				s list Timeline, Lo y and Expected C		ermissive Uses of Funds, Line Item#	
ake to ensure you will be able to progress toward your goal. Action steps are strategies and nterventions, which should be scientifically based			Require d (R) &		Evaluation		
AS1 CTE Director will provide professional	Educators 2015 July 2016, October 2016, Jan. 2017, and May 2017 CTE Professional		R1, R5, P8	\$1,750.00	CTE ACT Do CTE Director will monitor teacher attendance at the CTE Summer Institute in July 2015 CTE Director will	strategies in CTE courses bette prepare students for the ACT and course completion test (EOC and/or equivalent)	
development opportunities for CTE Teachers with emphasis on ELA and Math integration in content areas by providing support through quarterly CTE Professional Development days and CTE departmental meetings	Development days. Schedules CTE Departmental Meetings				collaborate with the CTE, ELA and Math Consultants in the CORE Office to assist in the delivery of ELA and Math within CTE PD days and departmental Meetings once a semester. Success will be measured by Benchmarks and End of year testing.		
AS2 Update software to support integration of the CTE and general education curriculum and to provide access to ACT practice questions	August 2016	A, C, Q	R1, R4	71300-429 \$5,000.00	CTE Director will update computer technology software in areas in need CTE Teachers are required to use the appropriate labs, Laptop carts, or iPad Carts to integrate activities in ELA and Math as well as ACT practice questions.	Increase in CTE and general education integration Increase in CTE student ELA and Math ACT benchmark scores	



The Annual Action Plan (D) Instructions for Action Steps

 Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward your goal. Action Steps are strategies and interventions which should be research based where possible and include professional development, new technology, and equipment. Address Special Populations as applicable.



The Annual Action Plan (E) Action Steps

A strong action step should be <u>clearly aligned to the goal</u>, and be <u>specific</u> and <u>measurable</u>. Each action step should tell us explicitly what should be accomplished within a set period of time.

It should answer two questions:

- 1) What specifically is going to happen?
- 2) How will the outcome be reached?



The Annual Action Plan (D) Instructions for Action Steps

Example action step related to an ACT goal:

 Support CTE Special Programs and Activities that provide project based and extended learning opportunities for students and increase student participation, retention, generate interest, create awareness of Career and Technical Education programs, career pathways, non-traditional careers, innovations, technology and current trends.

Does it answer these two questions:

- 1) What specifically is going to happen?
- 2) How will the outcome be reached?



The Annual Action Plan (D) Instructions for Action Steps

Example action step related to an ACT goal:

 CTE Director will provide professional development opportunities for CTE Teachers with emphasis on Writing, ELA and Math integration in content areas by providing support through quarterly CTE Professional Development days and CTE departmental meetings (PLCs and data). Teachers will also be provided with resources from the district instructional coach and RTI/Data Coordinator. CTE director will participate in professional development and learning opportunities as well.

Does it answer these two questions:

- 1) What specifically is going to happen?
- 2) How will the outcome be reached?



The Annual Action Plan

(D) Instructions for Action Steps

Special Populations



Take 2 minutes and write down all groups that you think would be considered a part of special populations.

The Annual Action Plan (D) Instructions for Action Steps

- Special Populations include:
 - Individuals with disabilities,
 - Economic Disadvantage migrant, foster, homeless,
 - Non-traditional,
 - Single parents, and
 - Limited English Proficiency English learners.
- We often include sub groups when discussing special populations, but these are not included:
 - Genders (male/female) or
 - Race.



(D) Instructions for Action Steps

With special populations in mind, discuss with your table groups or partners examples of when you were able to affect special populations.

- What wording did you use in the action step?
- How did you plan to evaluate the action step in regards to special populations?
- Was it a separate action step in regards to special populations or was it included in an existing action step?



The Annual Action Plan (E) Action Steps

LEA Goal: ABC County School District CTE Concentrators will increase their ACT Composite by 0.3 by June 1, 2019.

AS1 CTE Director will provide professional development opportunities for CTE Teachers with emphasis on ELA and Math integration in content areas by providing support through quarterly CTE Professional Development days and CTE departmental meetings

AS2 Update software to support integration of the CTE and general education curriculum and to provide access to ACT practice questions

AS3 CTE Department will support the use of technical writing and reading activities in CTE courses and incorporate daily ACT vocabulary in content

AS4 Provide support for CTSO activities and travel that promote competition rigorous academic activities, and leadership skills for all students including non-traditional and special populations while promoting student academic growth and understanding of all aspects of an industry. Implement Math and ELA within the CTSO competitions to improve ACT scores.



The Annual Action Plan (F) Implementation Timeline

- Timeline
- The timeline should answer: When will the activity take place?
 - Example: August-December 2016, April-May 2017.
- Action step timelines will be more specific for the oneyear action steps.
- Do not use ongoing or July–June for all timelines.
 - July –June may be appropriate for a few but not all. Action step timelines which target a specific timeframe will facilitate implementation and evaluation of the action step.





Annual Action Plan: Fiscal Year 2018-19

#									
	LEA: ABC County	GOAL 1 – Action Plan Development Allocation: \$176,327.19							
	LEA Goal	Section A – Identify which need(s) component addresses.							
		ABC County School District CTE Concentrators will increase their ACT Composite by 0.3 by June 1, 2019.							
		1S1, 1S2, 2S1, 6S1, 6S	2						
	Which core indicator of performance is addressed? Indicate the source(s) of data used to determine	101, 102, 201, 001, 00.							
	SMART goal								
ı	Section B: ACTION STEPS					.1 - IMPLEMENTATION PI			
	Section B – Descriptively list the action you plan to				list Timeline, Loca and Expected Ou		ermissive Uses of Funds, Line Item # &		
	take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions, which should be scientifically based where possible, and include professional development, new technology, and equipment. Address Special Populations as applicable.	Action Step Timeline	Local Plan Component(s	Require d (R) & Permiss ive (P) Uses of Funds	Line Item # & Amount	Evaluation Strategy & Timeline (who, how, when)	Expected Outcome		
	AS1 CTE Director will provide professional development opportunities for CTE Teachers with emphasis on ELA and Math integration in content areas by providing support through quarterly CTE Professional Development days and CTE departmental meetings	Institute for CTE Educators 2015 July 2016, October 2016, Jan. 2017, and May 2017 CTE Professional Development days. Schedules CTE Departmental Meetings	A. C. D. F	R1, R5, P8	72130-399 \$1,750.00	CTE Director will monitor teacher attendance at the CTE Summer Institute in July 2015 CTE Director will collaborate with the CTE, ELA and Math Consultants in the CORE Office to assist in the delivery of ELA and Math within CTE PD days and departmental Meetings once a semester. Success will be measured by Benchmarks and End of year testing.	Increase in rigorous instruction strategies in CTE courses better prepare students for the ACT and course completion test (EOC and/or equivalent)		
	AS2 Update software to support integration of the CTE and general education curriculum and to provide access to ACT practice questions	August 2016	A, C, Q	R1, R4	71300-429 \$5,000.00	CTE Director will update computer technology software in areas in need CTE Teachers are required to use the appropriate labs, Laptop carts, or iPad Carts to integrate activities in ELA and Math as well as ACT practice questions.	Increase in CTE and general education integration Increase in CTE student ELA and Math ACT benchmark scores		

The Annual Action Plan (G) Components

- Local Plan Component(s)
- Refer to Local Plan Guide, pages 2-3.
- Refer to the local plan alignment crosswalk.
- When a component is included, identify the component with the alphabetical letter by that component (Example: a).
- A component may be used multiple times.



The Annual Action Plan (G) Components

To meet the requirements for Perkins IV (<u>Perkins Act of 2006, The Critical Guide, pp. 54-56)</u> and the Tennessee Carl Perkins Career and Technical Education Act of 2006 State Plan, <u>all of the following plan components must be addressed each year:</u>

- A. Coordinating Perkins IV with NCLB ESSA;
- B. Offering appropriate courses of not less than one of the career and technical programs of study described in the state plan;
- C. Integrating coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in core general education subjects and CTE courses;
- D. Encouraging CTE students at the secondary level to enroll in rigorous and challenging courses in core general education subjects;
- E. Informing and assisting individuals in understanding the requirements of Perkins, including career and technical programs of study;
- F. Providing comprehensive professional development for career and technical, general education, counselor and administrative personnel which promotes the integration of coherent and rigorous content aligned with challenging general education standards and relevant CTE curriculum;
- G. Providing career guidance and counseling to CTE students, including linkages to future education and training opportunities;



The Annual Action Plan (G) Components

- H. Improving the recruitment and retention of CTE teachers, faculty, and counselors, including individuals in groups underrepresented in the teaching profession and the transition to teaching from business and industry;
- Providing students with strong experience in, and understanding of, all aspects of an industry;
- J. Involving individuals in development, implementation, and independent evaluation of programs supported by Perkins;
- K. Reviewing, identifying, and adapting strategies to overcome barriers which lower special populations' rates of access to, or success in, CTE programs;
- L. Providing programs which are designed to enable special populations to meet state performance levels;
- M. Providing activities which will prepare special populations for high-skill, high-wage or high-demand occupations which will lead to self-sufficiency;
- N. Providing for special populations without discrimination;
- O. Using funds to promote preparation for nontraditional training and employment;
- P. Assuring programs of such size, scope, and quality to improve the quality of CTE; and
- Q. Improving programs through the use of new and emerging technology.





Annual Action Plan: Fiscal Year 2018-19

LEA: ABC County		GOAL 1 – Action Plan Development Allocation: \$176,327.19 Section A – Identify which need(s) component addresses.					
LEA Goal					CT Composite by 0.3 by June	1, 2019.	
Which core indicator of performance is addressed?	151, 152, 251, 651, 65	2					
ndicate the source(s) of data used to determine SMART goal							
Section B: ACTION STEPS					.1 - IMPLEMENTATION P		
Section B – Descriptively list the action you plan to ake to ensure you will be able to progress toward		For each of the Amount, Evalua	ti on Strategy	s list Timeline, Loca and Expected Ou	al Plan Component, Required & Potcome.	ermissive Uses of Funds, Line Item	
over goal. Action steps are strategies and nterventions, which should be scientifically based where possible, and include professional development, new technology, and equipment. Address Special Populations as applicable.	Action Step Timeline	Local Plan Component(s)	Require d (R) & Permiss ive (P) Uses of Funds	Line Item # & Amount	Evaluation Strategy & Timeline (who, how, when)	Expected Outcome	
AS1 CTE Director will provide professional development opportunities for CTE Teachers with emphasis on ELA and Math integration in content areas by providing support through quarterly CTE Professional Development days and CTE departmental meetings	Institute for CTE Educators 2015 July 2016, October 2016, Jan. 2017, and May 2017 CTE Professional Development days. Schedules CTE Departmental Meetings	A. C. D. F	R1, R5, P8	72130-399 \$1,750.00	CTE Director will monitor teacher attendance at the CTE Summer Institute in July 2015 CTE Director will collaborate with the CTE, ELA and Math Consultants in the CORE Office to assist in the delivery of ELA and Math within CTE PD days and departmental Meetings once a semester. Success will be measured by Benchmarks and End of year testing.	Increase in rigorous instructions strategies in CTE courses be prepare students for the ACT and course completion test (EOC and/or equivalent)	
AS2 Update software to support integration of the OTE and general education curriculum and to provide access to ACT practice questions	August 2016	A, C, Q	R1, R4	71300-429 \$5,000.00	CTE Director will update computer technology software in areas in need CTE Teachers are required to use the appropriate labs, Laptop carts, or iPad Carts to integrate activities in ELA and Math as well as ACT	Increase in CTE and general education integration Increase in CTE student ELA and Math ACT benchmark scores	

(G) Components – Common Revisions

H. Improving the recruitment and retention of CTE teachers, faculty, and counselors, including individuals in groups underrepresented in the teaching profession and the transition to teaching from business and industry;

Common ways to address Component H:

- Recruitment
 - Attending teacher career fairs at local institutions
 - Posting career and technical positions at schools
- Retention
 - Supporting new teachers through coaching, orientation, mentors
 - Recognizing effective teachers



(G) Components – Common Revisions

F. Providing comprehensive professional development for career and technical, general education, counselor and administrative personnel which promotes the integration of coherent and rigorous content aligned with challenging general education standards and relevant CTE curriculum;

- Often paired with required use of funds 5.
- Ensure that your plan specifically identifies all stakeholders receiving PD. Such as:
 - Career and technical personnel,
 - General education personnel,
 - Counselors, and
 - Administration.
- The PD must "promote the integration of coherent and rigorous content aligned with challenging general education standards and relevant CTE curriculum" (this is required component C).



(G) Components – Common Revisions

K, L, M, and N

- Often paired required use of funds 9.
- These four components are often grouped together since they all deal with special populations.
- Remember that these components focus on slightly different items:
 - Component K focuses on strategies to overcome barriers.
 - Component L focuses on providing programs.
 - Component M focuses on providing activities... for high-skill, highwage, or high-demand occupations.
 - Component N focuses on providing for special populations without discrimination.
- Those differences need to be addressed use the crosswalk at the end of the local plan guide for sample activities to get started.



(G) Components – Common Revisions

G. Providing career guidance and counseling to CTE students, including linkages to future education and training opportunities;

- Counselors should be personnel listed with this line item.
- Utilize the Counseling Connection one pager
- Utilize School Counselor Coaches who are now in each of the eight CORE regions.
- A district might:
 - facilitate collaborative meetings,
 - provide individual or small group coaching,
 - gather feedback from counselors regarding training and support needs, and
 - develop professional development presentations that can be utilized by a school counselor or district supervisor in training or building capacity.



The Annual Action Plan (H) Uses of Funds

- Required (R) & Permissive (P) Uses of Funds
- All expenditures in the budget should be referenced in your local plan goal sheets. In addition, the budget should reflect improvements to be made on those levels of performance not met last year.
- Perkins funds may only be spent on the most recent State Board of Education approved CTE courses.
- Perkins funds may only be spent on 2018-2019 programs of study that meet all Quality Program Indicators.



The Annual Action Plan (H) Uses of Funds

Required Uses of Funds

Funds **must** be used to:

- 1. strengthen the general education and career and technical skills of students participating in CTE programs to ensure learning in general education subjects under the Elementary and Secondary Education Act;
- 2. link career and technical education at the secondary level and CTE at the postsecondary level, "including by offering the relevant elements of not less than one CTE program of study described in Section 122 (c)(12)(A)";
- 3. provide students with strong experience in and understanding of all aspects of an industry;
- 4. develop, improve, or expand the use of technology in CTE;
- 5. provide professional development to secondary and postsecondary teachers, faculty, administrators, and counselors who are involved in integrated CTE programs;
- 6. develop and implement evaluations of the CTE programs supported with Basic Grant funds, including an assessment of how the needs of special populations are being met;
- initiate, improve, expand, and modernize quality CTE programs, including relevant technology;
- 8. provide services and activities of sufficient size, scope, and quality to be effective; and
- 9. provide activities to prepare special populations for high skill, high wage, or high demand occupations which will lead to self-sufficiency.



The Annual Action Plan (H) Uses of Funds

Permissive Uses of Funds

Once federal funds are spent for the required nine activities in the required uses of funds, the LEA is permitted to use the balance of the federal funds for the following permissive activities:

- 1. involve parents, businesses, and labor organizations in the design, implementation, and evaluation of CTE programs;
- 2. provide career guidance and counseling for students participating in CTE programs;
- 3. local education and business partnerships, including work-related experiences for students, adjunct faculty arrangements for qualified industry professionals, and industry experience for teachers and faculty;
- 4. provide programs for special populations;
- 5. assist career and technical student organizations;
- mentoring and support services;
- 7. lease, purchase, upgrade, or adapt equipment;
- 8. teacher preparation programs which address the integration of general education and CTE and which assist individuals who are interested in becoming CTE teachers and faculty;
- 9. develop and expand postsecondary program offerings at times and in formats which are accessible for students, including distance education;
- 10. develop initiatives to facilitate the transition of sub-baccalaureate CTE students into baccalaureate degree programs;
- 11. provide activities to support entrepreneurship education and training;
- 12. improve or develop new CTE courses;
- 13. develop and support small personalized career-themed learning communities;
- 14. provide support for Education & Training and Human Services programs;
- 15. provide CTE programs for adults and school dropouts to complete secondary school or upgrade technical skills of adults and school dropouts;
- 16. provide assistance to individuals who have participated in services and activities under Perkins in continuing their education or training or finding an appropriate job;
- 17. support training and activities in non-traditional fields;
- 18. provide support for training programs in Transportation, Distribution & Logistics;
- 19. pool a portion of Basic Grant funds with a portion of funds available to at least one other eligible local recipient for innovative initiatives; and
- 20. support other CTE activities consistent with Perkins.



The Annual Action Plan (H) Uses of Funds – Common Revisions

- R6 develop and implement evaluations of the CTE programs supported with Basic Grant funds, including an assessment of how the needs of special populations are being met;
- Often action steps do not address the assessment of how the needs of special populations are being met aspect.
- The district must show how they will review the progress, activities, and opportunities for students in the special populations.
- Appropriate stakeholders, such as EL coordinators, Special Education staff, and counselors should play a role in this assessment.
- An equipment needs assessment does NOT fulfill this component.





Annual Action Plan: Fiscal Year 2018-19

#								
LEA: ABC County	GOAL 1 – Action Plan Development Allocation: \$176,327.19							
LEA Goal		Section A – Identify which need(s) component addresses. ABC County School District CTE Concentrators will increase their ACT Composite by 0.3 by June 1, 2019.						
	Abo oddiny odriodi bis	and or E donne	III atol 5 Wil	indrease their A	or composite by 0.0 by June	1, 2010.		
100.00	151, 152, 251, 651, 65	2						
Which core indicator of performance is addressed? Indicate the source(s) of data used to determine	101, 102, 001, 001, 00							
SMART goal								
Section B: ACTION STEPS					.1 - IMPLEMENTATION P			
Section B – Descriptively list the action you plan to take to ensure you will be able to progress toward		Amount, Evalua	tion Strategy	list Timeline, Loca and Expected Ou	al Man Component, Required & Pr tcome.	ermissive Uses of Funds, Line Item # &		
your goal. Action steps are strategies and interventions, which should be scientifically based where possible, and include professional development, new technology, and equipment. Address Special Populations as applicable.	Action Step Timeline	Local Plan Component(s	Require d (R) & Permiss ive (P) Uses of Funds	Line Item # & Amount	Evaluation Strategy & Timeline (who, how, when)	Expected Outcome		
AS1 CTE Director will provide professional development opportunities for CTE Teachers with emphasis on ELA and Math integration in content areas by providing support through quarterly CTE Professional Development days and CTE departmental meetings	Institute for CTE Educators 2015 July 2016, October 2016, Jan. 2017, and May 2017 CTE Professional Development days. Schedules CTE Departmental Meetings	A. C. D. F	R1, R5, P8	72130-399 \$1,750.00	CTE Director will monitor teacher attendance at the CTE Summer Institute in July 2015 CTE Director will collaborate with the CTE, ELA and Math Consultants in the CORE Office to assist in the delivery of ELA and Math within CTE PD days and departmental Meetings once a semester. Success will be measured by Benchmarks and End of year testing.	Increase in rigorous instruction strategies in CTE courses better prepare students for the ACT and course completion test (EOC and/or equivalent)		
AS2 Update software to support integration of the CTE and general education curriculum and to provide access to ACT practice questions	August 2016	A, C, Q	R1, R4	71300-429 \$5,000.00	CTE Director will update computer technology software in areas in need CTE Teachers are required to use the appropriate labs, Laptop carts, or iPad Carts to integrate activities in ELA and Math as well as ACT practice questions.	Increase in CTE and general education integration Increase in CTE student ELA and Math ACT benchmark scores		

The Annual Action Plan (I) Line Item # & Amount

- Line Item # & Amount
- Specifics will be addressed later in our Budgets section.



Annual Action Plan: Fiscal Year 2018-19

+								
	LEA: ABC County		GOAL 1 – Action Plan Development Allocation: \$176,327.19 Section A – Identify which need(s) component addresses.					
	LEA Goal					ient addresses. CT Composite by 0.3 by June	1, 2019.	
						, , ,		
	Which core indicator of performance is addressed?	1S1, 1S2, 2S1, 6S1, 6S	2					
	Indicate the source(s) of data used to determine SMART goal							
	Section B: ACTION STEPS			_	Section C	.1 - IMPLEMENTATION P	LAN	
	Section B – Descriptively list the action you plan to		For each of the Amount, Evalua	Action Steps tion Strateg	s list Timeline, Loca and Expected Oi	al Plan Component, Required & Pr ficome.	ermissive Uses of Funds, Line Item # &	
	take to ensure you will be able to progress toward your goal. Action steps are strategies and interventions, which should be scientifically based where possible, and include professional development, new technology, and equipment. Address Special Populations as applicable.	Action Step Timeline	Local Plan Component(s	Require d (R) & Permiss ive (P) Uses of Funds	Line Item # & Amount	Evaluation Strategy & Timeline (who, how, when)	Expected Outcome	
	AS1 CTE Director will provide professional development opportunities for CTE Teachers with emphasis on ELA and Math integration in content areas by providing support through quarterly CTE Professional Development days and CTE departmental meetings	Institute for CTE Educators 2015 July 2016, October 2016, Jan. 2017, and May 2017 CTE Professional Development days. Schedules CTE Departmental Meetings	A. C. D. F	R1, R5, P8	72130-399 \$1,750.00	CTE Director will monitor teacher attendance at the CTE Summer Institute in July 2015 CTE Director will collaborate with the CTE, ELA and Math Consultants in the CORE Office to assist in the delivery of ELA and Math within CTE PD days and departmental Meetings once a semester. Success will be measured by Benchmarks and End of year testing.	Increase in rigorous instruction strategies in CTE courses better prepare students for the ACT and course completion test (EOC and/or equivalent)	
	AS2 Update software to support integration of the CTE and general education curriculum and to provide access to ACT practice questions	August 2016	A, C, Q	R1, R4	71300-429 \$5,000.00	CTE Director will update computer technology software in areas in need CTE Teachers are required to use the appropriate labs, Laptop carts, or iPad Carts to integrate activities in ELA and Math as well as ACT practice questions.	Increase in CTE and general education integration Increase in CTE student ELA and Math ACT benchmark scores	

(J) Evaluation Strategy & Timeline

- Evaluation Strategy & Timeline (who, how, when)
- When creating action steps think about how you will determine if the action step is completed or not?
- What measurable components will be used to make the determination?
- How often will this be assessed? When are your check-in points?



		Annual A	Action Plan	: Fiscal Year	2018-	19	
	A: ABC County	GOAL 1 – Action Plan Development Allocation: \$176,327.19 Section A – Identify which need(s) component addresses. ABC County School District CTE Concentrators will increase their ACT Composite by 0.3 by June 1, 2019.					
India	nich core indicator of performance is addressed? cate the source(s) of data used to determine ART goal	1S1, 1S2, 2S1, 6S1, 6S2	2		tion C	4 IMPLEMENTATION D	AN
Sec	CTE Director wil	l monitor t	teache	r	ne, Loca	.1 - IMPLEMENTATION PI Plan Component, Required & Fi come.	ermissive Uses of Funds, Line Item#&
take your inter whe dev Add	attendance at th		nmer		n#&	Evaluation Strategy & Timeline (who, how, when)	Expected Outcome
AS1 dew emp area Prof dep	CTE Director will CTE, ELA, and M CORE Office to a ELA and Math w	I collabora lath Consu assist in the oithin CTE I	Itants e deliv PD day	in the ery of	99	CTE Director will monitor teacher attendance at the CTE Summer Institute in July 2015 CTE Director will collaborate with the CTE, ELA and Math Consultants in the CORE Office to assist in the delivery of ELA and Math within CTE PD days and departmental Meetings once a semester. Success will be measured by Benchmarks and End of year testing.	Increase in rigorous instruction strategies in CTE courses better prepare students for the ACT and course completion test (EOC and/or equivalent)
AS2 CTE prov	Danahmarkaana	ss will be r	neasu	•	29 10	CTE Director will update computer technology software in areas in need CTE Teachers are required to use the appropriate labs, Laptop carts, or iPad Carts to	Increase in CTE and general education integration Increase in CTE student ELA and Math ACT benchmark scores
					_	integrate activities in ELA and Math as well as ACT practice questions.	
TN	Department of Education						

The Annual Action Plan (K) Expected Outcome

- Expected Outcome
- Outputs reflect the quantity of products actually produced, such as the number of degrees awarded, the number of majors in a program, the number of students who have transferred to other institutions, and the number of students who have graduated.
- Outcomes cover the quality of programs, activities, and services, and their benefits to students, states, or society. Common outcome measures in CTE include retention and seamless postsecondary enrollment, industry certification pass rate, etc.
- The outcomes for goals and action steps should be based on data pulled from SharePoint and CTE report card.



The Annual Action Plan **(K)** Expected Outcome

Good examples:

- Students will see a reduction in remedial coursework required by elevating reading and English sections of the ACT through rigorous ELA instruction strategies in CTE courses.
- Increase in student placements at regional and state conferences through integration of CTSO resources and standards in CTE courses.

Examples needing improvement:

- Increase success
- More students sitting for industry certifications



1		Annı	ual Action Pla	ın: Fisca	I Year 2018	-19		
LEA: ABC County		GOAL 1 – Action Plan Development Allocat						tion: \$176,327.19
			ection A – Identi					
LEA Goal		ABC County Schoo	I District CTE Cond	centrators wi	Il increase their /	ACT Composite by	0.3 by June	1, 2019.
Which core indicator of performa	nce is addressed?	1S1, 1S2, 2S1, 6S1	I, 6S2					\
Indicate the source(s) of data use SMART goal	d to determine							
Section B: ACTION	I STEPS				Section (C.1 - IMPLEMEN	TATION P	LAN
Section B – Descriptively list the a					s list Timeline, Loo y and Expected O		Required & P	ermissive Uses of Funds, Line Item # 8
take to ensure you will be able to your goal. Action steps are strate interventions, which should be so where possible, and include profe	gies and ientifically based issional	Action Step	Local Plan	Require d (R) & Permiss	Line Item # &	Evaluati Strategy & T		Expected
development, new technology, an Address Special Populations as a	Increa	se in rig	orous ir	nstru	ction		/hen)	Outcome
		gies in C					monitor be at the titute in	Increase in rigorous instruction strategies in CTE courses better prepare students for the ACT and course completion test
AS1 CTE Director will provide pro development opportunities for CT	prepa	re stude	nts for	the A	CT and	t	ne CTE.	(EOC and/or equivalent)
emphasis on ELA and Math integ areas by providing support throug Professional Development days a	course	e completion test (EOC and/or						
departmental meetings	equiv							
						Success will be by Benchmarks year testing.		
		August 2016	A, C, Q	R1, R4	71300-429 \$5,000.00	CTE Director will computer technol software in area	ology	Increase in CTE and general education integration
AS2 Update software to support integration of the CTE and general education curriculum and to						CTE Teachers a	ire	Increase in CTE student ELA and Math ACT benchmark scores
provide access to ACT practice q	uestions					appropriate labs		
						integrate activitie	es in ELA	
						pronting question		

practice questions.



The Annual Action Plan (L) Professional Development

- Identify professional development component(s)
 addressed in Goal 1. Note: Professional development
 must accompany the Action Steps regardless of whether
 or not the PD requires Perkins funds.
- Professional development must accompany the Action steps regardless of whether or not the PD requires Perkins funds (this was a change made in 2016).
- Be specific about what professional development is being offered. If an action step is solely professional development, reference the action step in the description.



The Annual Action Plan (L) Professional Development

Professional development activities **must** be provided for

- secondary teachers,
- faculty, administrators, and
- counselors involved in integrated career and technical education programs.

The following professional development components **must** be included as either pre-service or in-service training:

- PD1: effective general education and career and technical integration,
- PD2: effective teaching skills based on research,
- PD3: effective practices to improve parental and community involvement,
- PD4: effective use of scientifically based research and data to improve instruction, and
- PD5: support of education programs for teachers of CTE to ensure teachers and personnel stay current with all aspects of industry.

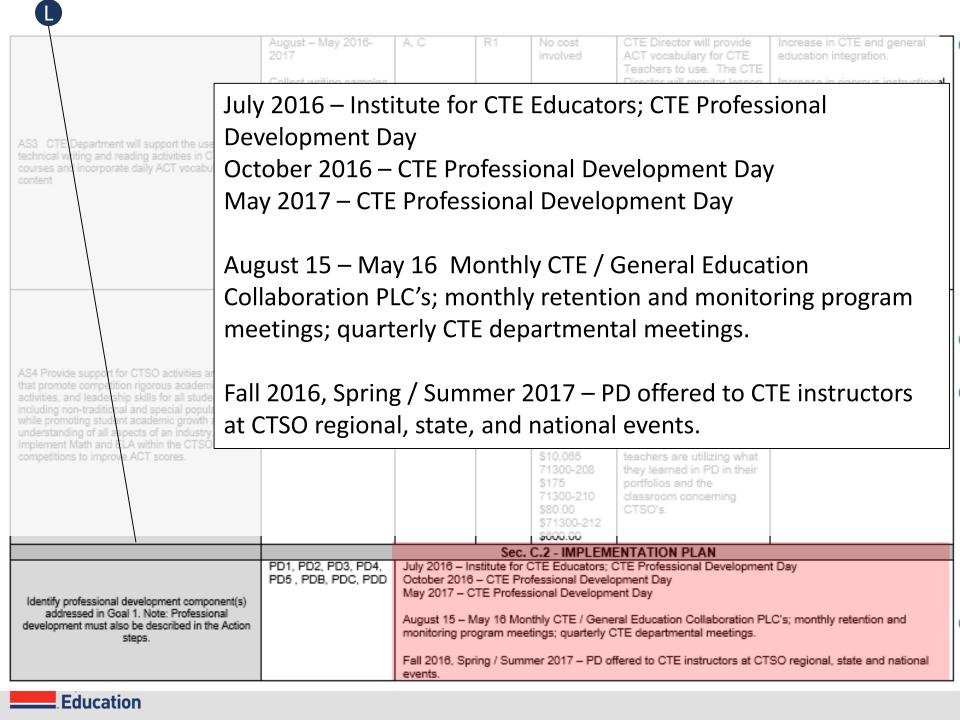


The Annual Action Plan (L) Professional Development

Additional professional development activities relevant to goals, objectives, and strategies include the following:

- PDA: planning internship or externship programs which provide relevant business experience: intern and extern programs are highly encouraged for each teacher every 5 years. There are two (2) routes for completion – local programs and statewide through externship program (teacher must apply and meet requirements for statewide externships),
- PDB: promoting the use and application of technology to improve instruction,
- PDC: initiate, improve, expand, and modernize quality CTE programs, including relevant technology, and
- PDD: provide activities to prepare special populations for high skill, high wage, or high demand jobs.





•						
AS3 CTE Department will support the use of technical witting and reading activities in CTE courses and incorporate daily ACT vocabulary in content	August – May 2016- 2017 Collect writing samples for CTE PLC data review sessions October 16' and March 17'	A, C	R1	No cost involved	CTE Director will provide ACT vocabulary for CTE Teachers to use. The CTE Director will monitor lesson plan and conduct classroom walk through observation to ensure technical writing and reading activities and ACT vocabulary are being used in CTE Department Instruction. CTE Director will collect from teachers, student writing samples from both the Fall and Spring semesters for use in CTE PLC data review sessions.	Increase in CTE and general education integration. Increase in rigorous instructional strategies in CTE courses to better prepare students for the ACT assessment
PD1	, PD2, PD	3, PD	4, P	D5 , F	PDB, PDC, F	PDD
AS4 Provide support for CTSO activities and travel that promote competition rigorous academic activities, and leadership skills for all students including non-traditional and special populations while promoting student academic growth and understanding of all aspects of an industry. Implement Math and ELA within the CTSO competitions to improve ACT scores.	and State CTSO Events If possible, Summer 2017 National CTSO Events			\$33850.00 71300-201 \$2083.00 71300-204 \$2981.00 71300-206 \$25 71300-207 \$10,085 71300-208 \$175 71300-210 \$80.00 \$71300-212	of CTSO travel will be conducting during April – May 2017. CTE assistant / career coach will monitor the teacher QPI portfolios twice a year to ensure teachers are utilizing what they learned in PD in their portfolios and the classroom concerning CTSO's.	in CTSO events that support rigorous ELA and Math activities. Improving ACT scores
1			Cas	\$600.00	ENTATION DI AN	
Identify professional development component(s) addressed in Goal 1. Note: Professional development must also be described in the Action steps.	PD1, PD2, PD3, PD4, PD5 , PDB, PDC, PDD					
Education						

The Annual Action Plan (M) Goal I Sub-Total

- Goal I Sub-Total.
- The total should be the total of all action steps added together.
- There is no recommended amount for each goal.
- You should ensure that sub totals from all goals equals your allocation.



-4	
-/-	ΝИ
١.	$\mathbf{I} \mathbf{V} \mathbf{I} \mathbf{I}$
_ \	

				Goal I Sub-Total \$59,587
Equipment List to Support Goal 1 Action Steps (Identify programs and equipment to be	Career Cluster by School:	ABC High School	Human Services	Equipment: New school to be opened 2018. Equipment will be assessed and needs determined upon move.
purchased.) The list must be specific.	Career Cluster by School:	DEF High School	Architecture and Construction	Equipment: Plasma Cutter
	Career Cluster by School:	GHI High School	Information Technology	Equipment: The Oculus Rift and New Computer to run program
	Career Cluster by School:	JKL High School	Transportation and Logistics	Equipment: Balancer
	Career Cluster by School:	ABC High School	Business Management	Equipment: New school to be opened 2016. Equipment will be assessed and needs determined upon move.
	Career Cluster by School:	DEF High School	Transportation and Logistics	Equipment: Implementing new program.
	Career Cluster by School:	DEF High School	Agriculture, Food and Natural Resources	Equipment: Hydraulic Press
	Career Cluster by School:	GHI High School	Architecture and Construction	Equipment: Plasma Cutter
	Career Cluster by School:	GHI High School	STEM and STEM Across Industries	Equipment: Piece of equipment required by PLTW. Equipment will be discussed at PLTW training in June 2018
	Career Cluster by School:	JKL High School	Agriculture, Food and Natural Resources	Equipment: New school to be opened 2018. Equipment will be assessed and needs determined upon move.



The Annual Action Plan (N) Equipment List

- Equipment List to Support Goal 1 Action Steps
 (Identify programs and equipment to be purchased.)
 The list *must be specific* and include monetary estimate for each item.
- Equipment should be detailed in description and include estimated monetary amounts for each object.
- This should match the four-year spending plan in ePlan.
- Include POS and school where the equipment will be used.



4	
	N I '
	IN
_	
	$\overline{}$
	_

				Goal I Sub-Total \$59,587
Equipment List to Support Goal 1 Action Steps (Identify programs and equipment to be	Cluster by School:	ABC High School	Human Services	Equipment: New school to be opened 2018. Equipment will be assessed and needs determined upon move.
purchased.) The list must be specific.	Career Cluster by School:	DEF High School	Architecture and Construction	Equipment: Plasma Cutter
	Career Cluster by School:	GHI High School	Information Technology	Equipment: The Oculus Rift and New Computer to run program
	Career Cluster by School:	JKL High School	Transportation and Logistics	Equipment: Balancer
	Career Cluster by School:	ABC High School	Business Management	Equipment: New school to be opened 2016. Equipment will be assessed and needs determined upon move.
	Career Cluster by School:	DEF High School	Transportation and Logistics	Equipment: Implementing new program.
	Career Cluster by School:	DEF High School	Agriculture, Food and Natural Resources	Equipment: Hydraulic Press
	Career Cluster by School:	GHI High School	Architecture and Construction	Equipment: Plasma Cutter
	Career Cluster by School:	GHI High School	STEM and STEM Across Industries	Equipment: Piece of equipment required by PLTW. Equipment will be discussed at PLTW training in June 2016
	Career Cluster by School:	JKL High School	Agriculture, Food and Natural Resources	Equipment: New school to be opened 2018. Equipment will be assessed and needs determined upon move.



Agenda

Introduction

Reviewing Current Local Plans

Unpacking an Annual Action Plan



Budgets

Review ePlan Requirements

Closing





Budgets

71300 - Instruction

ACCOUNT NUMBER	EXPENDITURE TITLE AND EXAMPLES	FEDERAL ALLOCATION	NOTES
	71300 - Vocational Education Program - Instruction		Funds spent under this account number must be directly linked to instruction
71300 116	TEACHER SALARIES	\$0.00	New program with graduated phase out Must manaually calculate benefits below
71300 162	CLERICAL PERSONNEL	\$0.00	Requires a job description to be uploaded Must manually calculate benefits below
71300 163	EDUCATIONAL ASSISTANT SALARIES	\$0.00	Requires a job description to be uploaded
71300 189	OTHER SALARIES AND WAGES	\$0.00	Requires a job description to be uploaded
71300 201	SOCIAL SECURITY	\$0.00	
71300 204	STATE RETIREMENT	\$0.00	
71300 206	LIFE INSURANCE	\$0.00	
71300 207	MEDICAL INSURANCE	\$0.00	
71300 208	DENTAL INSURANCE	\$0.00	
71300 210	UNEMPLOYMENT COMPENSATION	\$0.00	
71300 212	EMPLOYER MEDICARE	\$0.00	
71300 299	OTHER FRINGE BENEFITS	\$0.00	
71300 311	CONTRACTS W/ OTHER SCHOOLS SYSTEMS	\$0.00	
71300 336	MAINTENANCE or EQUIPMENT REPAIR	\$0.00	This line item has a 5% cap
71300 399	OTHER CONTRACTED SERVICES	\$0.00	
71300 429	INSTRUCTIONAL SUPPLIES & MATERIALS	\$0.00	Only nonconsumable supplies are allowable
	Online software and site license		
71300 499	OTHER SUPPLIES & MATERIALS	\$0.00	
	Industry certifications		
71300 599	OTHER CHARGES	\$0.00	
71300 730	CAREER AND TECHNICAL INSTRUCTION EQUIPMEN	\$0.00	Must be listed in the annual action plan
	Tangible items over \$100		
Total 71300		\$0.00	

- Clerical
 Personnel is PD
 or Curriculum
 Development
 (work related to
 administrating
 the grant should
 be 72230 162).
- 5% cap on maintenance or equipment repair: 71300-336
- Online software and licenses: 429
- Industry Certifications: 499



72130 – Other Student Support

ACCOUNT NUMBER	EXPENDITURE TITLE AND EXAMPLES	FEDERAL ALLOCATION	NOTES
	72130 - Other Student Support		
72130 123	GUIDANCE PERSONNEL	\$0.00	Requires a job description to be uploaded
72130 146	BUS DRIVERS	\$0.00	Must manually calculate benefits below
	Field trips and transportation to IHE		
72130 201	SOCIAL SECURITY	\$0.00	
72130 204	STATE RETIREMENT	\$0.00	
72130 206	LIFE INSURANCE	\$0.00	
72130 207	MEDICAL INSURANCE	\$0.00	
72130 208	DENTAL INSURANCE	\$0.00	
72130 210	UNEMPLOYMENT COMPENSATION	\$0.00	
72130 212	EMPLOYER MEDICARE	\$0.00	
72130 299	OTHER FRINGE BENEFITS	\$0.00	
72130 399	OTHER CONTRACTED SERVICES	\$0.00	
72130 599	OTHER CHARGES	\$0.00	
	CTSO EXPENDITURES		All CTSO expenditures have a 20% cap
72130 146 C	BUS DRIVERS	\$0.00	Must manually calculate benefits above
72130 355	TRAVEL	\$0.00	
	Student: Transportation & Hotel		
	Teacher: Transportation, Meals, Hotel, & Registration		
72130 399 C	OTHER CONTRACTED SERVICES	\$0.00	
	CTSO Bus Charter		
TOTAL CTSO	TRAVEL	\$0.00	
	PROFESSIONAL DEVELOPMENT		All PD must total atleast 5% of allocation
72130 189PE	OTHER PD SALARIES	\$0.00	Must manually calculate benefits above
	Teacher Stipends		
72130 399PE	OTHER CONTRACTED SERVICES	\$0.00	
	Outside Presenters' PD		
72130 524PE	IN-SERVICE/STAFF DEVELOPMENT	\$0.00	
TOTAL PROF	ESSIONAL DEVELOPMENT	\$0.00	
TOTAL 72130		\$0.00	

- CTSO Travel: 20% Cap
 - 72130-146C
 - 72130-355
 - 72130-399C
- Professional Development: 5% Minimum
 - 72130-189PD
 - 72130-399PD
 - 72130-524PD
 - 72230-524

72230 - Administration

ACCOUNT NUMBER	EXPENDITURE TITLE AND EXAMPLES	FEDERAL ALLOCATION	NOTES
72230 - Administration			Funds spent under this account number are limited to a 5% cap
72230 105	CTE DIRECTOR SALARY	\$0.00	
72230 162	CLERICAL PERSONNEL	\$0.00	Provides benefit to the CTE director Requires a job description to be uploaded
72230 201	SOCIAL SECURITY	\$0.00	
72230 204	STATE RETIREMENT	\$0.00	
72230 206	LIFE INSURANCE	\$0.00	
72230 207	MEDICAL INSURANCE	\$0.00	
72230 208	DENTAL INSURANCE	\$0.00	
72230 210	UNEMPLOYMENT COMPENSATION	\$0.00	
72230 212	EMPLOYER MEDICARE	\$0.00	
72230 299	OTHER BENEFITS	\$0.00	
72230 355	CTE DIRECTOR TRAVEL	\$0.00	
72230 499	OTHER SUPPLIES AND EQUIPMENT	\$0.00	
72230 524	CTE DIRECTOR INSERVICE/PD	\$0.00	Counts towards 5% PD minimum
	Any CTE Director PD is allowable		Does not count towards 5% cap on admin
72230 599	OTHER CHARGES	\$0.00	
72230 790	OTHER EQUIPMENT	\$0.00	
99100 590	TRANSFERS TO OTHER FUNDS (INDIRECT COST)	\$0.00	
TOTAL ADMINISTRATIVE (5% CAP)		\$0.00	\$0.00
TOTAL FEDERAL ALLOCATION		\$0.00	\$0.00

- CTE Admin:5% Cap
 - All 72230 line items with the exception of 524 count towards 5% PD but not towards 5% cap on admin.
 - Indirect costs are also included in the 5% cap.



Agenda

Introduction

Reviewing Current Local Plans

Unpacking an Annual Action Plan

Budgets



Review ePlan Requirements

Closing





Review ePlan Requirements

ePlan Compliance Areas

- Statement of Assurances
- Conditions
- CTE Director Employment Standard Matrix
- Quality Program of Study
- Coordination
- Core Indicators of Performance
- Improvement Plan for Core Indicators of Performance
- Annual Improvement Summary Report



ePlan Compliance Areas – Quality Program of Study

Program of Study CTF Perkins Basic -Go To Program of Study The program of study that you have chosen to qualify for Perkins funding should be one that will be in place over time. This p To receive Perkins funds, an LEA must have one program of study that includes a postsecondary component. Each middle so high school program of study. Indicate the postsecondary component below and list the associated postsecondary institution Enter the name of the program of study (and the career cluster in which it is located) your LEA has selected in order to * Program of Study: Automotive Maintenance and Light Repair * Career Cluster: Transportation and Logistics Indicate the associated postsecondary institution and the postsecondary component(s). Postsecondary Institution: Tennessee College of Applied Technology (Athens, TN) Postsecondary components - Select at least one Dual Enrollment **Dual Credit** Statewide Dual Credit Articulation Agreement

Ensure the most recent name for the POS is listed.

Be specific and ensure the information for post secondary coordination is accurate. This is checked during Risk Based Monitoring.



ePlan Planning Areas

- Purchasing Equipment
 - Directors have to fill in all columns each year.
 - Place check marks where you spent (or will spend) funds on equipment.
 - This is checked during Risk Based Monitoring.
- Goal Sheets
 - Ensure the correct version is uploaded.
 - Remove all comments before uploading.



Agenda

Introduction

Reviewing Current Local Plans

Unpacking an Annual Action Plan

Budgets

Review ePlan Requirements



Closing





Closing

Timeline Recap

- May 1: Send a copy of your CTE local plan to your CTE CORE consultant prior to entry into ePlan and to await communication for approval to submit, no later than May 1, 5:00 pm.
- May 15: Both the completed Annual Local Plan and Budget Summary are due (in ePlan) May 15, 11:59 pm.
 - This means you must have your plan completed and signed off by all parties in ePlan to meet this deadline.
 - Fiscal representative, director of schools, etc.
- If your plan is not approved by July 1, then your district can not spend Perkins funds until the Department of Education does final approval.



Regional Sessions

 Please contact your CORE CTE Consultant for details on regional or one-on-one sessions.

Exit Ticket



On two post-it notes, answer these questions and add your post-its to the appropriate poster paper on your way out.

- 1. Write one question that you still have about Local Plans.
- 2. What additional support do you need?





Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.